



PE-132: BEGINNING TENNIS

Effective Term

Fall 2026

BOT Approval Date

12/11/2025

Discipline

PE - Physical Ed

Course Number

132

Course Title

Beginning Tennis

Short Title

Beginning Tennis

Credit Status (CB 04)

D - Credit - Degree applicable

Units**Lab Units**

1.00

Total Units

1.00

Hours**Lab Contact Hours**

48-54

Out of Class Hours Lab

0.00

Total Contact Hours

48 - 54

Total Out of Class Hours

0 - 0

Total Student Learning Hours

48 - 54

Is this an existing Extensive Lab?

No

Do you want to propose this for Extensive Lab?

No

Distance Education

No

Catalog Description

This course introduces the official singles and doubles games at the beginning level. Introductory instruction and opportunities for students to develop and improve their skills in tennis and knowledge of stroke production, terminology, rules, etiquette, strategy, mental toughness and match play.

Codes

TOP Code (CB 03)

0835.10 - Physical Fitness and Body Movement

CIP Code

31.0501 - Health and Physical Education/Fitness, General.

Repeatability Code

No

Grading Option

Letter grade OR P/NP

Minimum Qualifications

Minimum Qualifications	And/Or
Physical Education (Masters Required)	End

GE Information

Check GE Types Requested

AA/AS E - Lifelong Learning and Self-Development

Learning Objectives

Learning Objectives

Learning Objective
1. Exhibit, practice and define the USTA rules of play and court etiquette.
2. Exhibit the correct warm up, stretching and conditioning routines to ensure a safe and profitable experience.
3. Demonstrate the correct operating procedures to ensure students' safety when using the tennis ball machine.
4. Demonstrate fundamental skill techniques which include forehand, backhand, volleys, and service.
5. Practice beginning drills for skill and footwork development.
6. Demonstrate basic singles and doubles strategies which include serving, basic shot selection and approach shots.
7. Demonstrate the use of fundamental skills and strategies while participating in a competitive game of singles and doubles.
8. Analyze the historical evolution of diversity, equity and inclusion exploring the contributions of key players and movements that have shaped the sport's accessibility and representation.

Learning Outcome Information

Course Learning Outcomes

Learning Outcome
1. Students will exhibit and define the rules and etiquette of the game of tennis.
2. Students will demonstrate correct fundament skill techniques for the forehand, backhand, volleys and service.
3. Students will demonstrate an understanding of basic playing strategies for singles and doubles.

Content

Course Lab Content

1. Rules of play governed by the USTA Rules guidelines.
2. Etiquette of tennis game play.
3. Safety concerns regarding practice and game participation including use of the automatic ball machine and ball retrieval machine.
4. Warm-up flexibility for practice and game play.
5. On court basics of tennis including the following:

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- a. Basic groundstrokes: Developing Forehand and Backhand groundstrokes including motor learning.
 - b. Basic overhead strokes: Developing overhead strokes including accompanying footwork.
 - c. Basic service strategies and shot placement: Developing flat and spin serves.
 - d. Shot selection: Cross court and down the line shots including appropriate body positions.
 - e. Defensive and offensive lobs: Developing defensive and offensive lob shot techniques.
 - f. Block volleys: Developing block volley fundamental skills.
 - g. Tactic and techniques: Strategy in execution of tactics and techniques in both singles and doubles play. Partner positioning in doubles play including shot selections and defensive techniques.
6. Historical appreciation of the evolution of the game:
- a. Evolution of diversity within the sport: The increased participation and contributions of diverse athletes in tennis such as Arthur Ashe, Serena Williams and Naomi Osaka.
 - b. Evolution of equity within the sport: The globalization and rise of equity opportunities in the sport of tennis, including but not limited to, the advocacy of women's rights including players such as Maria Sharapova, Iga Świątek, Naomi Osaka, Billie Jean King and Serena Williams.
 - c. Movement toward inclusion within the sport: The journey towards inclusivity in tennis, including the players that have paved the way for others such as Amelie Mauresmo, Martina Navratilova, Brian Vahaly and Billie Jean King.
 - d. Accessibility and representation in tennis: The push to decrease economic and geographic barriers of participation. The movement towards increasing opportunities for disability access in the game.

Methods of Instruction

Method

Activity

Integration

Participation in drills incorporating the use of basic strokes which include the forehand, backhand, serve and volley.

Method

Individualized Instruction

Integration

Individualized instruction will be accomplished by observing and instructing students individually using the tennis ball machine and instructor ball feed techniques.

Method

Lab Activities

Integration

The lab activities of the class provide students opportunities to physically perform the skills presented, practice and compete in an actual tennis match.

Method

Observation and Demonstration

Integration

Observe the correct and incorrect grips for differing strokes and then demonstrate the correct forehand, backhand, serve and volley grips.

Method

Lecture



Integration

Instruction and discussion of the historical evolution of the game of tennis. This will include understanding of the challenges and progress made towards greater representation in the sport.

Methods of Evaluation

Method

Class Participation

Integration

Student participation will be evaluated through group and individual skill drills, basic conditioning, and match play.

Method

Class Performance

Integration

Class performance will be evaluated using specific skills tests that reflect correct technique presented throughout class instruction.

Method

Exams/Tests

Integration

Knowledge acquisition will be evaluated through written exams that reflect information presented in class regarding basic rules, etiquette, and singles and doubles strategies. Also integrated for evaluation will be the role initiatives that have fostered an inclusive environment for players of all backgrounds with an understanding of the challenges and progress that has been made towards greater representation.

Assignments

Assignment Type

Writing

In-class and/or outside of class

Outside of class

Formative or Summative

Summative

Assignment

Watch a tennis match One Set of a televised professional, college, high school or recreational match - i.e. Valley Wide. Identify who you watched, date and time. Observe the following: What did they do during their warm up? How did they determine who served first? What did you notice about the following: strokes; forehand, backhand and serve. Who won the match and why? Why did the loser of the match lose? Submit your observations in type written form.

Assignment Type

Reading

In-class and/or outside of class

Outside of class

Formative or Summative

Formative

Assignment

Research the evolution of diversity, equity and inclusion in tennis and read articles such as "Breaking Barriers: The Rise of Diversity in College Tennis", "A Changing Game: Women in College Tennis" or "Voices of Change: Key Figures in DEI and College Tennis" and reflect on the historical context, the impact of Title IX, key figures in the game and current DEI initiatives.

Assignment Type

Other

In-class and/or outside of class

In-class

Formative or Summative

Formative

Assignment

Practice forehand and backhand technique using a backboard. Have someone feed you balls and hit 10 balls to a target inside the court for each stroke. Practice serving: Singles Service: Correct positioning on court serve 20 serves to the deuce court and serve 20 serves to the add court. Doubles Service: Correct positioning on court serve 20 serves to the deuce court serve 20 serves to the add court.

Course Materials**Textbooks**

Nick Bollettieri (2016). Nick Bollettieri's Tennis Handbook 2nd Edition. Human Kinetics. ISBN: 139781450489430

Class Size Information**Class Size**

32

Class Size Category

G - Large lab 32

Diversity and Inclusion

Course Design and Materials: Course will incorporate diverse perspectives, authors, and examples that reflect a variety of cultures, identities, and lived experiences. Instructional materials will be reviewed regularly to ensure representation, inclusivity, and alignment with equity-minded practices across disciplines.

Inclusive Learning Environment: Instructors will establish classroom norms and policies that promote respect, civil discourse, and belonging in both online and face-to-face classes. Clear expectations for communication and engagement will support a learning space where all students feel valued and heard.

Accessible Instruction: Course content will be delivered using accessible design. Materials will follow accessibility guidelines within the CMS, including captioned media, readable document formats, and multiple means of engagement to support diverse learning.

Equitable Teaching Practices: Instructors will use transparent and grading criteria, varied assessment methods, and timely feedback to promote fairness and student success. Opportunities for revision, reflection, and multiple demonstrations of learning may be incorporated when appropriate to the discipline.

Culturally Responsive Pedagogies: Instructional strategies will encourage critical thinking about diverse perspectives and systems of power relevant to the course content. Faculty will foster opportunities for students to connect course material to real-world contexts.

Ongoing Reflection and Improvement: Faculty will engage in continuous professional development related to IDEAA principles and reflect on course practices using metacognition to identify opportunities for increased equity, inclusion, and accessibility.

Explain how diversity and inclusion(e.g., gender, culture/race, sexuality, etc.) is infused into the course.

Infusing diversity and inclusion into this course will enhance the learning experience and foster a welcoming environment for all students.

This course will include historical content about the contributions of diverse athletes in tennis such as Arthur Ashe, Serena Williams and Naomi Osaka.

In addition, the course will include inclusive language that respects all identities, ensuring that terminology is welcoming to all students, regardless of gender, race, or sexuality.

Lastly, the class will be instructed with mixed-gender and culturally diverse teams for drills and matches to encourage collaboration and mutual respect. The course will foster an environment where students learn from each other, valuing different playing styles and cultural approaches to the game.

How diversity has evolved in tennis; breaking racial barriers: The impact of segregation in tennis and the eventual integration. Key figures such as Althea Gibson and Arthur Ashe.

The rise of equity in the sport of tennis; the globalization and evolution of opportunities in tennis: The advocacy for women's rights including challenges faced: Key figures such as Maria Sharapova, Naomi Osaka, Billie Jean King and Serena Williams.

The journey towards inclusivity in tennis; Paving the way for others: Key figures such as Martina Navratilova, Brian Vahaly and Bille Jean King.

Describe how assignments, instruction, evaluation, course content, and interactions are contextualized for diverse learners promoting an equitable course.

Class assignments will connect tennis to students' backgrounds, such as exploring notable players from their cultures or regions. Instruction will use a mix of visual, auditory, and kinesthetic teaching methods. Demonstrations, videos, and hands-on activities cater to diverse learning preferences. Peer instruction will be utilized allowing students to share their unique insights and techniques. Instruction will be scaffolded to introduce concepts gradually, ensuring that foundational skills are mastered before progressing to more complex techniques.

Evaluation will utilize ongoing assessments, such as observation and feedback during class sessions, rather than relying solely on formal tests or competitions. Students will also reflect on their progress and set personal goals, fostering a growth mindset. The criteria will be a flexible evaluation criteria that recognizes individual improvement and effort, rather than only comparing against peers.

The course content will incorporate diverse media (videos, articles) featuring players from various backgrounds and stories that resonate with all students.

The interactions between students will foster a welcoming atmosphere where all students feel valued. This will encourage collaboration and respect among peers. The course will be mindful of cultural differences in communication and interaction styles, promoting open dialogue and understanding between the instructor and the students. Student to student interaction will take place as students will be paired with other students with varied experiences as mentors and mentees, facilitating learning and building relationships across diverse backgrounds.

Interactions

Explain how the course will incorporate student-to-student interaction.

Peer instruction will be utilized allowing students to share their unique tennis insights and technique tips. Student to student interaction will take place as students will be paired with other students with varied experiences as mentors and mentees, facilitating learning and building relationships across diverse backgrounds.

Explain how the course will incorporate instructor-to-student interaction.

The course will be mindful of cultural differences in communication and interaction styles, promoting open dialogue and understanding between the instructor and the students when instructing the game of tennis. The instructor will give instruction on the techniques of tennis strokes and game play and provide feedback via key cue words during drill work and game play.

Explain how the course will incorporate student-to-content interaction.

Class assignments will connect tennis to students' backgrounds, such as exploring notable players from their cultures or regions. Students will interact with the content by practicing all of the stroke skills as well as participating in game play.

Explain how the course will incorporate student-to-self interaction (metacognitive).

Students will also reflect on the progress of their tennis technique and set personal goals for improvement, fostering a growth mindset. As the students progress, practicing techniques both inside and outside of class they will reflect on their growth towards their goal achievement as a singles as well as doubles player.